

# Childminder report

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Inspection date: 12 February 2024

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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Overall effectiveness at previous inspection	Good
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## What is it like to attend this early years setting?

### The provision is good

The childminder invests time in getting to know the children and their families. She has established close bonds with the children. They seek her out for comfort and cuddles if they are upset or unsure. Effective procedures are in place to support children who may initially be unsettled. A strong emphasis is put on emotional development, ensuring that children feel valued and supported.

The childminder has a good knowledge of child development. She provides children with an educational programme that helps to support what they need to learn next. The childminder observes and assesses children's achievements to track their progress. This allows her to identify gaps in children's knowledge and take steps to address these. As a result, all children make good progress.

The childminder is a positive role model. She demonstrates patience and compassion. She encourages the children to use good manners and be kind to each other. Children are gently reminded of the rules of the setting. The reasons behind these rules are explained so that children begin to understand why these rules exist and how they can keep themselves and others safe. As a result, children behave well.

## What does the early years setting do well and what does it need to do better?

- The childminder supports children's emerging communication skills well. She provides a running commentary of their play. She repeats words back to the children to help them learn the correct pronunciation. The childminder explains the meaning of words such as 'shiny'. This helps children to develop their communication skills. However, on occasions, children are not given enough time to think and respond to questions she asks them before the questions are repeated.
- The childminder purposefully models play for children. For example, she shows them how to use a scoop in the sand to make imaginary ice-creams. She identifies opportunities to expand children's play, for instance, when children drop stones into a plastic container. She provides them with a metal one so the sounds they make are different and varied. This ensures children are successful and fully engaged in their play.
- Children are encouraged to develop a good level of independence during their time in the setting. The childminder uses routine activities to promote children's independence. For example, they are encouraged to tidy up their toys, attempt to put on their shoes, and help take their water bottles to the kitchen after snack. By helping to keep the play areas clean and tidy, children learn to respect their environment.
- The childminder understands the importance of developing positive and trusting

relationships with parents. She communicates with parents daily. She keeps them up to date about children's progress and next steps in their learning. She suggests ways in which they can support their children, for example, to help them settle in during drop off times. The childminder has formed links with the local schools and provides them with information about the children when they start. This promotes continuity of care for the children.

- The childminder and co-childminder work successfully as a team. They communicate effectively with one another. They discuss the individual needs of the children and work together to meet them throughout the day. They share with each other the accomplishments of the children and take pride in what they have helped them achieve.
- The childminder recognises the importance of continuous professional development. She regularly attends training sessions and cluster meetings with other childminders to enhance her skills. She is receptive to support from the local authority. She has recently attended training to help her support children with special educational needs and/or disabilities. Following this, she has identified strategies to implement at the setting. She is committed to improving the quality of service she provides.

## **Safeguarding**

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

## **What does the setting need to do to improve?**

**To further improve the quality of the early years provision, the provider should:**

- develop questioning techniques to give children more time to respond to questions asked, to support their thinking, communication and language skills further.

## Setting details

<b>Unique reference number</b>	404365
<b>Local authority</b>	Thurrock
<b>Inspection number</b>	10305430
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childminder
<b>Age range of children at time of inspection</b>	1 to 7
<b>Total number of places</b>	6
<b>Number of children on roll</b>	11
<b>Date of previous inspection</b>	21 February 2018

## Information about this early years setting

The childminder registered in 1995 and lives in North Stifford, Essex. She holds an appropriate qualification at level 3. She works alongside her husband, who is also a registered childminder. The childminding provision operates all year round from 7.30am to 6pm, Monday to Friday, except for family holidays. The childminder provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Lyndsey Barwick

### Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their early years foundation stage curriculum.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector spoke to several parents during the inspection and took account of their views.
- The inspector carried out a joint observation of a group activity with the childminder.

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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